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time, given to Latin in the High School, may be best used to equip the student with historical insight.

The first year stands by itself. It must give to the pupil what he can only get through hard, conscientious work, and by no royal road, viz., a working knowledge of forms. I purposely say, of forms; for what he can learn of syntax during this time is so meager that it hardly counts, not to mention that in its condensed form it rarely stands the test of actual reading. Even a good pupil when asked to explain the sentence: *dixit Caesarem occidisse*, will be satisfied to answer "Construction of Indirect Discourse" and will answer in the same way even the question: What do verbs of saying govern?

During this year historical instruction must be absolutely incidental. To use Professor White's words (*Beginners' Greek Book*): Tell the pupil something every day about some phase of ancient life, as the occasion offers. Says Professor Shorey (*School Review* 1897): Whenever an apparently grotesque or senseless expression is elucidated by reference to the primitive and alien, religious or ethical, conception or institution that gives it meaning, the pupil receives a simple, safe, and concrete lesson in comparative religion, ethics, folk-lore, anthropology, or institutional history, as the case may be.

But let me add: Do not forget to show him that the facts you tell stand in some relation to us. Speak of the founding of Rome, but tell him also that this is the same city in which the Pope resides to-day. Such caution may seem unnecessary, but I have only recently heard that Alba Longa is in Sicily, and Carthage in Palestine; not to mention the confusion of Tyrians and Tyrrhenians. Strive for clearness and accuracy, and be sure, you do not talk above the level of your class; and refer them to familiar features of their surroundings. That is not only sound psychology, but also good business policy. When you speak of the Pons sublicius refer your boys to the trestle over Jamaica Bay. Mention the Senate of the time of the Kings, and compare it with the City Council. Accustom him, also, at this stage to imagine things and not words. If you use Coy's Primer, and go through the outline of Roman history there, have a map on the wall of your class-room, and let all places be pointed out. Also let the pupil draw himself a map. Show him photographs of the scenes mentioned, of statues of the Gods, also show him at this early stage the Roman bent for admin-

istration and law, in the simplest way, of course. For example, show him how wonderful it is that the same mountain-tribes which but a few years ago fought Rome on the battlefield have become her staunchest defenders in the Hannibalic war, and explain the strength of national ties by comparing this fact with the attitude of the South in 1861 and 1898.

This, too, happens to be the year in which ancient history is studied. Let that be thorough, but simple. It need not be the boy's final occupation with it. The teachers of Classics will have chances enough to elaborate upon phases of ancient history. Above all, give the boy a firm skeleton of dates which he can clothe with the flesh of facts. The other day answers to a question for the date of the Trojan War varied by several hundred years. Rome was founded about 1000 B. C. Augustus ruled A. D.; further details unknown. Nor is this my individual experience. Mr Bennett says: "The knowledge of Roman history brought to College by the average freshman is something lamentably meager and defective. From the seniors of a New England College I received the following answers: Augustus reigned 500 A. D.; and the next man to whom I turned corrected this to 1500 A. D. A young woman in her senior year who was writing her graduation thesis on a subject taken from Greek said she had heard of Pericles, but did not know where and when he lived". And Mr Bennett adds that these cases, though somewhat extreme, are somewhat typical.

ERNST RIESS

Dudleio Buck

MUSICO OPTIMO MAXIMO
JAM VALETUDINIS CAUSA
PEREGRE NAVIGATURO

Cervus abit: mussant Musae: balbutit Apollo:
Templa gemunt: populus flet, titubante choro.
Cervus abit: numeri pereunt, et follis anhelat:
Di patriique vacant: patria canna tacet.
Cervus abit: marcent aures oculique petentes
Carmina quae sociis mutua stella canet.
Cervus abit: chordas sceptro qui saepe vocavit
Illius en! nervos conscia cura quatit.
Cervus abit: taedetque viae turbaeque tenacis
Saltibus Elysii languida corda carent.
Cerve, redi! mutes animum qui trans mare curris!
Sit modo tempestas spiritus ipsa tibi!
Cerve, redi! somnus raucis e fluctibus adsit,
Lalli voce modos vix imitante tuos!
Cerve, redi! madidos per campos nocte quietem—
Non iter aeternum—iam recreate, veni!
Cerve, redi! dorso delphinis vectus Arion
Effugiens cepit, veste nitente, domum:
Cerve, redi! penitus sensu, spe, viribus aucto,
Mox tibi grata suam patria mittet avem!

ANON IBID